

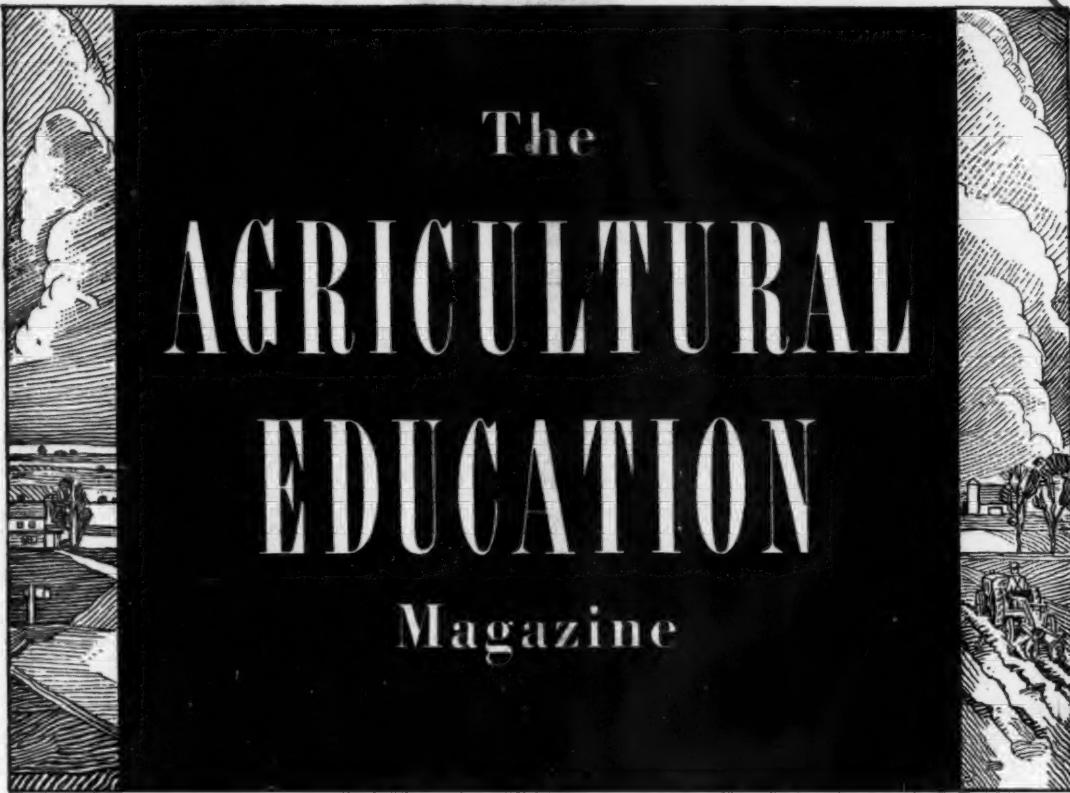
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The  
**AGRICULTURAL  
EDUCATION**  
Magazine



Agriculture is an art which will enrich those who diligently practice it, provided they understand it; but if they do not understand it, it matters not how hard they may labor at it, it leaves them in poverty.—Xenophon.



# The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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# Editorial Comment

## How Important Are People?

A TEACHER of agriculture in his first year attended a year-end banquet of trainees about to go out to test their abilities in the field of agriculture teaching. He was called upon to give some of his experiences and a word of advice to the "neophytes" about to graduate. In commenting on the fact that the school in which he was located is a consolidated school covering a large area he said, "My biggest problem is to get acquainted with all the people in the school's service area."

This man spoke better than he knew. He will find in years to come that the program in vocational agriculture will expand and become more meaningful pretty much in direct proportion to his knowledge of the people of the community, their interests, and their needs. The farming programs of high school boys, the programs for out-of-school groups and their establishment in farming will depend on how well acquainted the teacher is with persons involved. This has also been brought out recently in an article in this magazine by Huxtable of New York.

After all, as many educational leaders have pointed out, people are the greatest and most important resource in any community. It is encouraging to see teachers becoming increasingly aware of this and realizing that in planning programs they must first study the people of the community. Aims and objectives are more and more being stated in terms of human abilities, traits, and attitudes.

People should be the chief concern of teachers of agriculture. People should be the chief concern of teacher-trainers and supervisors. In our profession we have been employed to help people to achieve richer, more abundant lives.

## Antiquated vs. Modern Procedures in Livestock Selection

THERE are indications that some teachers of vocational agriculture and other persons responsible for instruction in animal husbandry are becoming increasingly aware of the newer developments in the science of animal breeding. However, a fair appraisal of the situation at large would lead to the conclusion that certain instructional procedures and other activities are being perpetuated which lag far behind the best that is known in the field of livestock improvement. It is time for us to become cognizant of the fact that recent developments in animal genetics, if used intelligently, are likely to revolutionize some of the traditional approaches to livestock selection and breeding.

The primary emphasis in livestock selection is still centered upon the appraisal of appearances *via* the traditional judging exercises, with few changes of consequence in a third of a century. To be sure, there is less emphasis on the detailed score card and "fancy" points of breed type; but the primary fallacies are still glaringly evident, namely, the assumptions that form is a valid criterion of function and that appearances are indicative of prepotency. At its best, judging is but a crude approach to the values of greatest worth in farm animals. It seems reasonable to predict that the livestock breeder of the future will rise or fall depending on whether or not he is able to select breeding stock which is capable of transmitting qualities related to most economical production.

The continued emphasis on judging is in turn associated with other activities which should be closely scrutinized. Judging contests, frequently with the extreme emphasis placed on winning, have been responsible in many cases for an excessive amount of time spent in the coaching of judging teams. Not only are most of these contests to be criticized because type is used as the sole criterion for selection, but in many cases the best teams do not win because the number of classes is so small that they do not constitute a reliable measure of the true ability of a given team.

In many cases, students are still being taught to worship at the shrine of "blood lines" and pedigrees, without teaching them to discriminate between information of value and that which is insignificant, or without making them aware of the

shortcomings of the pedigree approach to selection at its best. As a result, many boys have been encouraged to pay high prices for animals with highly-touted pedigrees and with impressive winnings in the show ring, only to find to their bitter disappointment that there are pedigrees, and there are pedigrees.

Too many boys gain the impression that the production of animals which win in the show ring is the final goal in livestock production. Animals are being pampered and fattened by students of vocational agriculture, and other youthful enthusiasts, often with initial investments so high that the only possibility of profit is to end up at the "top of the heap" and sell the animals at prices several times their real value. Such activities are not developing boys along lines which are of greatest value in the constructive breeding and development of farm animals.

Perhaps these criticisms are sufficient to justify the conclusion that changes are needed, and that persons responsible for the education of the livestock breeders of the future cannot sidestep the implications. The remedy in all cases is *not* "to pour out the baby with the bath water." After a careful scrutiny of our present activities in livestock selection, it is likely that some elements will be found which are worthy of being salvaged. Consideration of the newer techniques for selection, such as records of performance, progeny tests, cut-out values, nutritional efficiency, and rapidity of gains, will suggest possible approaches to building herds and flocks along lines which are economically sound. Some changes of merit are already in evidence, but it will take courage and resourcefulness to modify certain procedures which carry the prestige of tradition, the active support of certain vested interests, and the approval of a misguided public. Changes are needed on a broadened scale. Do we have "what it takes?" —G. P. Deyoe, Michigan.

## Our Magazine Binder



THE eleventh volume and the index for it are now complete. To preserve these and future issues of the magazine we suggest this attractive brown binder, neatly lettered, which holds 24 issues. All issues are punched to fit. The binder can be secured, postage prepaid, for one dollar, direct from the Meredith Publishing Company, Des Moines, Iowa.

## "Whither Agricultural Education" Booklet

HUNDREDS of men throughout the country are starting in their first position as teacher of agriculture. Their success and growth will depend in large measure on their continued contacts with the best of current thought of leaders in the profession. The booklet, "Whither Agricultural Education," will make a valuable addition to the library of teachers of agriculture, both beginners and experienced teachers. Only 547 copies of this booklet remain unsold. While they last, they may be obtained at fifteen cents each for single copies from the editor or, in orders of 20 or more to one address, at ten cents per copy.

Orders for 20 or more copies should be sent to L. L. Anderson, Meredith Publishing Company, Des Moines, Iowa.

A. K. GETMAN

R. W. GREGORY

# Professional

## Some Philosophies and Our Work\*

CARSIE HAMMONDS

Professor of Agricultural Education, University of Kentucky

NOT only should we teachers always be building and using as inclusive and satisfactory a philosophy of education as possible, but also as inclusive and satisfactory a philosophy of life as possible. We need a gospel to live by and work by. So I shall feel free to discuss and even blend some of the philosophies of education and philosophies of life. I propose to state a few philosophies and ask some questions.



Carsie Hammonds

### Enjoyment of Farm Living

What one knows or truly understands about others depends on finding it also in one's self. If my feelings have never been hurt, I'll probably fail to understand hurt feelings. If I have never gone astray or desired to go astray in any direction, I cannot understand those who have. If I have never had an inclination to loaf, I cannot understand people who loaf. One must *feel* himself if he is to know how others feel. Do you feel the fundamental values of farm life?

One of the most cherished memories I have is that of my father starting to walk over the farm on Sunday. He said he was going to salt the stock, but that wasn't the real reason he went. I can see him yet, as he walked down the lane carrying a syrup bucket with some salt in it. I can see him as he climbed upon the fence and sat there for a while, looking out over the meadows, the corn, and other growing crops. I didn't know then as a boy, but I know now, as he sat there looking out across the fields he had a feeling of satisfaction that no money could ever buy. And when he went into the barns filled with the harvests and saw the livestock eager to be fed, he again caught a glimpse of that fleeting thing called happiness.

A few years ago *The Progressive Farmer* ran a series of letters for rural folks on "Country Things I Love Most." One country woman writes:

These things I love: The sound and sight of wild geese in a snake-like line against a dull November sky. Roaring fires in stoves and fireplaces. The distant sound of a woodman's axe. The nicker of a horse for his corn.

Another farm woman says:

I love the early morning hush before the summer dawn, and the soft spring rain that comes to wake my newly planted garden—the silvery kind that falls with the sun "a-shining through." The quiet solitudes, where one may steal away and be alone and yet not lonely. I love the white fairy veil of the first snowflakes over the bare brown hills and woods, and dark green pines against a background of cold gray sky.

You see, we have been talking of intangible values—spiritual values. All fundamental values are spiritual values. We who teach farmers and future farmers must feel these fundamental values, these spiritual values. I pity the man who follows a farming vocation who does not feel such intangible values. And there can be no real teacher of farming who does not feel these values. I don't want such a person teaching my farm boy.

It may seem to some of you that we are glorifying agriculture and home life. Don't be afraid to glorify either of these. Many of the things that mean so much to us would have an empty or even an ugly meaning in the absence of glorification.

We like to hear the violin, but suppose we strip the violin of all its glorification. What is one doing when he is playing a violin? He is pulling horsehair across some catgut.

### MY FARM

My farm to me is not just land  
Where bare, unpainted buildings stand.  
To me my farm is nothing less  
Than all created loveliness.

My farm is not where I must soil  
My hands in endless, dreary toil,  
But where, through seed and swelling pod,  
I've learned to walk, and talk with God.

My farm to me is not a place  
Outmoded by a modern race.  
I like to think I just see less  
Of evil, greed and selfishness.

My farm's not lonely—for all day  
I hear my children shout at play.  
And here, when age comes, free from fears,  
I'll live again, long, joyous years.

My farm's a heaven—here dwells rest  
Security and happiness.  
Whate'er befalls the world outside  
Here faith, and hope and love abide.

And so my farm is not just land  
Where bare, unpainted buildings stand  
To me, my farm's nothing less  
Than all God's bearded loveliness.

—Wyoming F. F. A. News Bulletin,

Feb., 1939

don't need any clothes." "Do you want some money to buy some food?" "No, I don't need any food." "Would you like to have some bed clothing or a better bed?" "No, I don't need any bed clothing or a better bed." "Then, my dear woman, what is it you want?" This was the poor woman's reply: "I want somebody interested in me, somebody interested in the things I am interested in." That's what the people whom we serve want. They want somebody interested in them, somebody interested in the things they are interested in. If I should suggest a kind of an invisible motto for you and me to see as we teach a group, or work with the individual boy or girl or with the farmer or homemaker, I should suggest, "I want somebody interested in me, somebody interested in the things I am interested in." Are we interested in the people we serve? Do we realize that they *feel* and how they *feel*? Do we realize what they are now doing for us and what they have done for us? I shall never cease to be grateful to those people who toiled and created the wealth that made my schooling possible. Many of us would not be here today if free education had not been provided and paid for from the taxes of those who toil.

### "Hoe" Agriculture vs. Modern Agriculture

It is possible to enhance the quality of life in the community, to increase human welfare. Are we doing that? Are the homes improved by our having been in the community? Is there any more beauty, convenience, happiness? Is there any less of backbreaking toil? Do the people see where they were once blind? Is there any less bondage—material, spiritual? By spiritual bondage I refer to the bondage of set beliefs.

I should like to have you recall a few great pictures, pictures by great artists. Let us take a look first at "The Man with a Hoe." You are familiar with this picture. Look at this man with a hoe. "Who made him dead to rapture and despair, a thing that grieves not and that never hopes, stolid and stunned, a brother to the ox?" The artists the world over made the farmer the man with the hoe. The farmer was the man, hoe in hand, with bent back, striking a blow at the weakest point in the earth's crust, loosening the earth's grip upon a portion of the soil, lifting it, and turning it over. This is repeated clod by clod, yard by yard, hour after hour, day after day. The hoe is king.

Many of us have in our homes the "Evening Call to Prayer," sometimes known as "The Angelus Bell." In this picture the hoe woman is with the hoe man in the field. At the chinning call to prayer they cease toil, bow their heads,

and thank God for so much as a hoe. In "The Gleaners" at harvest time the hoe, now a scythe, slowly cuts down the standing grain, and the women glean the straws and heads.

I could go on with other pictures. When the hoe man has tamed the ox, we see the ox pulling the hoe, now called a plow, while the man, still eyeing the earth, holds the plow-hoe in place and goads on the ox. And in the hoe age is the solitary shepherd with his herd of sheep. The hoe man and the hoe woman are on canvas, in marble, in bronze, in song, in novel, in drama.

All of this is very beautiful in art. But let us remove the shining garment of nature and look at the naked hoe in the man's hands. What person who has hoed a day can get away from the toil in that hoe—back-breaking, thigh-straining toil? Who can get away from the solitude of life in that hoe? Who can get away from the painful in that hoe? Who can get away from the frustration of hope in that hoe? The hoe means long days of labor. The hoe means woman at man's work. The hut goes with the hoe. With hoe agriculture go hoe schools, hoe churches, hoe towns, hoe living.

To millions of people, agriculture still means agriculture of the hoe age. Thousands of our old Kentucky homes are of the hoe age. Are we teaching in such a way as to enhance the quality of life lived, to increase human welfare? Most academic teaching is failing to do this. It deals with life only verbally. It begins and ends with the book. It stresses memorization, regurgitation. There is no interlocking with life.

We have been referring to art. We can speak of art in one's work only when he becomes conscious of a purpose and organizes his behavior with respect to it. Artistic teaching is not groping in the dark with no end in view. Unless the teacher has an aim, he has no basis for organizing the process of educating anybody.

In a week late in August I visited the school where I taught just 25 years ago. Of course, I began teaching as a very young man. In visiting that school a few weeks ago, I did not expect a single pupil to know me. To those present I named over many of the boys and girls who came to school when I taught. As I called their names, I asked the boys and girls if any of them were the children of those I named. With almost every name, hands would go up. Then I visited in the community these men and women who had been boys and girls 25 years ago. As I visited them in their homes and looked at the surroundings and talked with them, I wondered what I had done, if anything, as a teacher, to enhance the quality of life they were living.

#### Vocational Agriculture in a Favored Position

I know of a teacher of agriculture who had present at a father-and-son banquet, in addition to his 30 all-day pupils, 22 young men who had previously taken vocational agriculture, 19 of whom were farming in the community. What a splendid sight for the 50-odd parents to behold! What a joy to the teacher were these former pupils, because he had done something for them in enhancing the quality of life lived.

Learning consists of the changes in the individual as the individual acts.

Stated differently, learning takes place as the individual interacts with his environment. Hold in mind please: individual, environment—just two factors. As the individual interacts with environment, he learns. Life consists of the interactive responses of an organism with its environment. Thus we see how nearly alike are life and learning. These statements are the essence of modern psychology as it relates to teaching.

The great bulk of schools today are mere adjuncts of life going on outside the school. The educational situation is an artificial one. In the typical school, even today, the teacher assigns lessons and hears recitations. That is his job. The pupils learn the assignments and do the reciting. That is their job. Much education is going on in the community, but most of it has no relation to the school.

Modern educational psychology has a different point of view. The accepted psychology and the educational philosophy give vocational agriculture the favorable position it has. Do you see?—the boy and the girl in the home and on the farm and in school! The home and farm environments are not artificial. We have the opportunity to make study and learning essentially purposive, a modern educational trend; the situation where the learner contrives, where he accepts for present use and for subsequent use, where he learns.

I say this explains the favorable position today of vocational agriculture. I believe that I can prove to you that it is in a favorable position. Here is a statement from an address, in 1937, by J. W. Studebaker, U. S. Commissioner of Education.

Educational leaders who are giving special attention to the study of activities that should be included in the school program are pointing to the need for a functional program of instruction that will be based upon large areas of life activities rather than upon highly separated subject-matter courses. These large areas, of which an important one should be vocational life, would constitute the core of the curriculum in which the present school subjects would be merged and integrated in the educational experiences included for student activities. Vocational education lends itself most appropriately to such a curriculum treatment. It would be a most important core area in a curriculum built upon fundamental human desires and activities. It would form an important segment of the educational program for the 85 per cent of our people who work.

In 1935, Judd said, "Two thirds of his (the pupil's) high school course could properly be arranged with a view to preparing him for his later career." With reference to vocational education, Cubberley says, "In the next quarter of the century there will be less cultural education with more emphasis on the vocational. It will be the students who cannot succeed in vocational study who will turn to the cultural, thus reversing the conditions as they exist today."

#### How Good a Teacher Do You Want to Be?

A few years ago I heard Bode of Ohio State University say that "A man is liberally educated only in so far as he can understand his vocation." He also said, "There is no broadening unless the thing taught is related to the vocation." Add to these statements the current philosophy which says that the expression of capacity is all that life has to offer, and we see that vocational education is in a favorable position indeed.

This leads me to say that we must prove worthy of our inheritance. We must not bungle our opportunity. I am taking the position that we will bungle

our opportunity unless we do our jobs well. May I point out a few places where I feel some of us may be bungling or where there may be at least danger of bungling our opportunity?

A. We often fail to see to it that the learner understands. Men and women must understand if they are to be able to adapt themselves to new situations. Not all understanding of vocations we teach, of course, comes from science, but much of it does. Selected portions of sciences brought to bear on the problems of farming and of the home make agriculture and home economics the sciences they are. We must not rely on prescription teaching.

Here are some questions I asked a few years ago, and answers as given by boys who had two or more years of vocational agriculture.

1. What is a protein?  
"Contains potash and something."
2. What is the use of protein in the body?  
"Used to build bone."  
When asked if mature cow giving milk would need protein, they answered, "No."
3. Why do laying hens need protein?  
"To make shell of egg."
4. Why will pulling the leaves from corn stalks decrease the yield of corn grain?  
"Cells in leaves take nitrogen from the air."
5. Why inoculate legumes?  
"So they will sprout."
6. How do worms get into apples?  
"Bees carry the germs."

These answers, in my opinion, illustrate two things, both of which are very bad: (a) An absolute lack of understanding by the boys of some of the elemental things one should know in the following of a farming vocation. (b) The willingness of the boys to give a definite answer without a knowledge of the facts or of the forces behind the facts.

Early in the summer I had what was to me an exceptional privilege, of chatting with Dr. Lancelot, author of *A Handbook of Teaching Skills*, with which so many of you are familiar. We were talking about some of our problems and shortcomings. He said that we, in vocational education, were not overlooking the fact that knowledge must be brought to bear on the problems of life. He pointed out that traditional education had made its mistake in not bringing knowledge to bear on life problems. He contended that we in vocational education were making a mistake in not letting the learner see and understand how knowledge is related to knowledge and thus hooking up knowledge with other knowledge as well as bringing it to bear on the problems of life. "Thus," he said, "our error may be as serious as the error of traditional education." I wonder if, as we teach, it isn't entirely possible to connect knowledge with knowledge and bring it to bear on the problems of life, and thus avoid the error of traditional education on the one hand and the error we sometimes make on the other.

B. We have been discussing the fact that we often fail to see to it that the learner understands. The companion fact is that many of us have a narrow concept of what is meant by "learning by doing," the psychological point of view of progressive education and of vocational education. We bungle our opportunity if our concept here is narrow. One learns to do by doing; he learns to do what he does. When one bases action on study, he is learning to base action on study. When one solves problems he is learning to solve problems. When one "takes it on the chin,"

he is learning to take it on the chin. When one loaf, he is learning to loaf. When one does just as he pleases, he is learning to do just as he pleases. A thing that puzzles a good many people is that if one learns to do by doing, why it is he may improve in performance. How does one ever become able to make a better "a" than he has been making? A fundamental fact here for all people guiding the learning process is that as we *practice* we are drawn toward the standard we accept. This is a part of the practice. Therefore, we must be interested in more than the mere activity. The standard accepted is vitally important. This is true with you and me, as well as with the less mature learner. It is a well known fact that many teachers become progressively poorer teachers.

C. We sometimes get off the track in our concept of needs. A few years ago the expression, *felt needs*, was current. As Bode has pointed out, felt needs perhaps can mean only desires. Are the desires and needs of people necessarily the same thing? I am interested in this because there is a tendency in several states, in our work, for teachers to attempt to build their courses on what the pupils desire. They seem to feel that this is the way to build a vocational course on the basis of needs.

We must come to terms with *needs* and *desires*. The yearning of a small boy to punch his classmate on the nose, or the hankering of an old soak for another drink, would not be thought of by a pious educator as legitimate needs to be fostered.

I am told that a man starving, after the first few days, has no pangs of hunger, but we would not say that he does not need food. Of all things in the world, food is what he needs. It does not occur to some people that the number and variety of desires are such that we cannot give recognition to all of them even if they were innocent and we so wished. Desires often conflict. I desire to save money and I desire to spend my money for the things I see. Teachers should never assume that their job is merely to meet the desires of their pupils.

May I throw out one fact here, as an angle of needs, before I leave this short discussion on the concept of needs? Most of the farmers' sons are going to be farmers or they are going to work for wages.

D. We will bungle our opportunity to the extent that we have a narrow concept of vocational. Some people in agriculture have thought of only production as being vocational. Some people in home economics have thought of only cooking and sewing. Our concepts of the term, in our fields of work, must be much broader. There is more to a vocation than producing, though production is an essential part of a vocation. Long after the Children of Israel had been led into the land of milk and honey a new leader announced, "I am come that you may have life and that you may have it more abundantly." Many people think Christ was referring to preparation for the life to come. He may not have so intended his statement. It would still be very significant. I am wondering if we cannot broaden our concept of the vocational so as to give young men and young women a reinterpretation of their experiences.

Last, I should like to dwell for a few minutes on self-improvement, yours and

mine. In no other profession is it quite so easy to get into a rut as in teaching. As a boy I had a high school teacher. The community thought he was one of the best in the country. He was liked and respected by his pupils. He knew his mathematics and his Latin. He is not an old man today. A few years ago I had a letter from him asking me, his pupil, to help him find a job. I did not, for the life of me, know where to turn to find a job for a man of ability and well trained when I was a boy, but who had failed to change with the changing times.

Our work will change. Are we in a position to adapt ourselves to the changes, even to help create the changes? It seems to me that there may be quite a close relationship between self-improvement and our belief, or what we see in our work.

Do you believe in your work? No man has a right to stay in a work and draw a salary from a fund set aside for a work whose purpose he does not accept. Do we feel the significance of our work? Is our work worth while? If our work doesn't seem to us worth while, then doing it can be only burdensome; we become time-serving teachers; self-improvement is made impossible. Have you become a student of your job? The fact that many men haven't has concerned me a great deal. Sometimes in talking with a man about supervised practice, he excuses himself for what he has done by saying that he hasn't yet had the course in farm practice, that he is going to take it next summer. Certainly we should make use of what has been worked out for us. I need not go to the trouble of working out a table of logarithms in order to use logarithms in my work, but some way, somehow we

must become students of our job and not depend upon people in the State office and elsewhere to work everything out and hand it to us.

Another observation: Hope, not fear, is the creative principle in human affairs. I sometimes wonder how vocational education is as well off today as it is. There have been many things to fill us teachers and other teachers with fear. Some of us are more inclined to fear than others. I see so many people who have no hope. They have lost the face of hope, the face of belief; they have stopped seeking.

Recently in another state I met with a group of ten-year men—men who had been in the work for more than ten years. One of the members spoke on, "Where Do We Go From Here?" He said he had become progressively poorer, year after year. There seemed no hope in his voice as he talked. I do not care to carry this point further. May I merely reiterate: Hope, not fear, is the creative force in human affairs.

There is a story of a man who lived in a dungeon for several years, till one day it occurred to him to open the window and step out. Open the window where you are. Perhaps there isn't a person but who has enough capacities, even abilities, to keep that man or woman busy and happy. It seems that some of us may be inhibited for no good reason. Some of us have at times become unhappy because we have failed to map out for ourselves a job consistent with us as organisms. We want to be the best or nothing. And we foster such a philosophy in our pupils.

\*Portions of an address given at the Tenth Annual Educational Conference, University of Kentucky, and printed in the Bulletin of the Bureau of School Service, College of Education, U. of Ky. Vol. XI, Dec. 1938, No. 2.

## Twenty-First Annual Conference of the Pacific Region

E. J. JOHNSON, Assistant State Supervisor,  
Denver, Colorado

IMPROVED teacher-training, promotional work, better use of available technical information, and teaching of farm mechanics featured the five-day conference of executive officers, state directors, teacher-trainers and supervisors held in May at Berkeley.

Opening the joint session of all services, J. C. Wright, Assistant U. S. Commissioner for Vocational Education, urged the various services to continue to sell their programs on merit as in the past. He pointed out that in order that our local and state programs may be as effective and serviceable as possible, it is necessary to make use of advisory committees. After searching and pains-taking deliberations into the qualifications of desirable advisory committee members, a local instructor should make his own selection. These members should represent a good cross section of the major enterprises and desirable potential enterprises of the community. We should, by all means, avoid selecting only those representing one kind of enterprise and from only one section of the service area. Doctor Wright closed with the prediction that a well-selected

advisory committee can and will render a real aid to any department so that it may render the service all will cherish and posterity honor.

Dr. H. E. Hendrix, president of the Chief State School Officers of the United States, complimented vocational education on its forward achievements in correcting many of our educational ills. Even though much has been accomplished, the battle of meeting the educational needs of youth has only begun, according to Doctor Hendrix. Changing economic and social conditions demand an elastic educational service to comply with the requirements and needs of a new society. Vocational education must be kept truly vocational and should follow after a sound academic course that is built on a true foundation. All too often the academic course is based on fancy or tradition, and such fallacious ideas must be guarded against, stated Hendrix.

### Teacher-Training Problems Featured

Effective teacher-training was truly one of the major themes at the confer-

ence. Prof. H. H. Gibson of Oregon led the way by outlining his admirable, effective, and proven procedure. All trainees in Oregon since 1928 have received participation experience in conducting adult evening schools besides the all-day program. For the last two years, they have also conducted part-time schools for those youths out of school. The trainees go into carefully selected centers and, after a period of directed observation, they take over the part-time classes. During this time, they carefully survey that service area to determine the kind of evening and part-time classes to organize. Usually this survey is started by the critic teacher of that center in order that the trainee may observe the technique to follow for the best success. Each trainee is expected to conduct several of these meetings with the adults; they are to be in consecutive order. Peculiar as it may seem, these adult classes are not critical of the neophyte instructors. It has been determined that participating experience by trainees has been a real stimulus in the growth and success of part-time and evening-school work among farmers.

In California, an excellent and unique set-up is used to give real participating experience, as explained by S. S. Sutherland and W. E. Court. Each trainee is located at the polytechnic school for five months and for five more months at some other selected center. This is all done following graduation from college with accepted standards. In all, the trainee, called a cadet, receives a fifth year of training before taking on full responsibility for a department. During this fifth or cadet year, each trainee receives participating experience in part-time or evening-class instruction, or both, in addition to taking on the regular all-day class. Those who would be hopeless as instructors are weeded out by the cadet method, giving administrators a favorable opinion of this procedure. Montana is now giving trainees participating experience in all three phases mentioned above and is reaping real rewards as a result. Colorado has definite plans to follow the same procedure, according to Dr. G. A. Schmidt, Fort Collins, Colorado.

The group felt that teacher-training centers should be established at various points over each state and should not be in the same town as the teacher-training institution. The big temptation is for trainees to desire to carry their regular college course and participate in college activities if the teacher training is not conducted at a distance from the college. By getting these training centers far enough away, such temptations are removed.

H. B. Swanson, U. S. Office of Education, indicated the need for further development of facilities for directed teaching. He urged that directed teaching be of such nature that trainees only contact those departments giving all three phases of work, namely, all-day, part-time, and evening classes. With this a provision for placement of members and careful follow-up work must be incorporated if the program is to be truly effective, he said.

W. A. Ross, Specialist in Agricultural Education, gave a vast amount of information pertaining to the kind, source, and distribution of subject matter from governmental agencies.

Subject matter can be listed under

five major heads:

1. Actual material, as: livestock, feed, soil, fertilizer, tools, farm records, and special equipment.
2. Models, as: types and ideals cast, modeled, or constructed to scale.
3. Spoken word, as: lectures, talks, debates, interviews, radio, and accounts of individuals or groups concerning their experiences.
4. Graphic and pictorial material, as: charts, maps, graphs, diagrams, sketches, photos, cartoons, movies, film strips, and blue prints.
5. Written material, as: books, bulletins, magazines, journals, newspapers, job sheets, case records, and circulars, as well as typewritten, mimeographed, and duplicate sheets.

Some governmental agencies supplying the above mentioned pertinent subject matter material are: Rural Electrification Administration, Farm Credit Administration, U. S. Department of Agriculture, U. S. Department of Commerce, Soil Conservation Service, Geological Survey, Reclamation Service, Division of Grazing, and the Office of Education.

A weakness in many departments was reported to be that of collecting subject matter material and failing to organize it in such a way that it is ready for use and easily available when needed. In order to overcome this, the following procedure was suggested:

1. Adopt some desirable, efficient method of organizing material so that it is easily located when needed.
2. Study all material secured and note the pertinent information therein, putting this notation on the job it concerns.
3. Collect local needed information from the best farmers of the community and properly file the data.
4. Collect material from such agencies as have information concerning the jobs to be taught.
5. Study, sift, and evaluate all collected material. (Do not load down shelves and files with out-dated or unnecessary material.)
6. Secure assistance of State staff for the organization of material.
7. Secure assistance of the Office of Education in collection and organization of material.
8. Do not teach a job unless you have up-to-date reference material, but teach jobs of major importance—which means securing the material.

Mr. Ross finished by again stating, "Have information for every pertinent job but have it so organized that it is useful and easily available."

R. W. Cline of Tucson, Arizona, stated, "Any new or improved ideas are no better than the man behind them who is putting them into use." Project records and stimulation in their completeness and accuracy were advocated. A handbook for budgeting and costs of job operations under Arizona conditions has proven to be a real stimulus for accuracy and uniformity of project records to make them reliable. In order to get and keep records up to date, the records must be studied during some regular class time.

#### The Program in Farm Mechanics

Farm Mechanics was discussed freely by individuals in reports and in panel discussions. It was the general opinion

that increased emphasis must be given to this phase of the program. Most of those present expressed the thought that students of agriculture were sadly lacking in needed farm shop skills. It was brought out that no shop program should do less for each boy than to develop his mechanical resourcefulness to do the repair, operation, adjustment, and construction jobs he is likely to encounter. It should also include the use, selection, and care of all machinery and devices used on the farm. The first year of farm shop work should largely be given over to the development of shop job skills which can be built upon in future years. This will tie it up with the supervised farming program of the boy to bring in the managerial fundamentals to meet his needs mechanically. In Montana, to meet the skills needed by trainees, a course entitled, "Agricultural Practices" is given for the entire junior and senior years for one complete afternoon per week. The fifth, or cadet, year in California takes care of this training need. It was the consensus of opinion that the instructor who gives the technical agricultural courses in high school should also have the same classes in farm mechanics. This would permit the correlation of the entire program of each boy so that the shop program would better serve his technical agricultural needs.

It was indeed fortunate that Stevenson Ching of Hawaii who is National Vice President for the western region could be present at the conference. His report indicated that the Hawaii F. F. A. territorial organization had 48 chapters with 1,600 members. The balance in the territorial F. F. A. treasury was \$5,412.77.

Mr. Ching presided at the western regional F. F. A. public speaking contest, where all of the 11 western states had entrants. The four top place winners, their states, scores, and topics were as follows:

1. Francis Eugene Landis; Laton, California; 242.9; "A Contented People Make a Great State."
2. Marvin Jagels; Buhl, Idaho; 237.4; "Co-operation, the Urgent Need of Agriculture."
3. Ralph H. Durham; Granada, Colorado; 237.3; "This Business of Farming."
4. Bob Lovelady; Fallon, Nevada; 237.2; "Improving Farming Methods to Increase Nevada's Profits in Agriculture."

The Western Region places more emphasis on the ability of each speaker to defend his topic against oral questioning than is done in the National. The group expressed the hope that more emphasis might be placed on this phase, which indicates the boy's knowledge and study of his topic, in the National contest.

Mr. Hudson of the Farm Credit Administration gave a report of group loans by F. F. A. chapters to finance projects. In 1937, over 330 chapters took advantage of these production credit loans to total \$150,000.00 from 2,200 individuals in these groups. Of this amount 73.8 percent was borrowed for livestock, 16.2 percent for crops, and 10 percent for poultry and dairy combined. The loans were repaid by 71.6 percent of the boys as anticipated. Only 13.8 percent gave collection difficulties. Only 9/100 of 1 percent collection losses have oc-

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A. M. FIELD

# Methods

## The Louisiana Cross-Section Plan of Course Organization\*

J. O. HEBERT, Instructor  
Washington, Louisiana

DURING the first decade following the introduction of vocational agriculture in Louisiana, the instructional program was based upon subjects, alternated by years to take care of class combinations. The four-year program consisted of a year in animal husbandry, a year in crops and soils, a year of horticulture, and a year of farm management and economics. Under this organization there was very little relation existing between the supervised practice program and the work done in the classroom.

About the year 1929 a rather drastic change was inaugurated. The course of



J. O. Hebert

study was built up of enterprises selected at large from the field of agriculture. A few years later, about 1932, the idea of individual programs of studies evolved from the enterprise course. It is a matter of history, now, that one teacher in the average department in Louisiana could not teach satisfactorily the large number of jobs, such an organization made necessary, to so many individuals. For the last year or two we have been working along the "Community Farming Type" method of building a course of study. In this program we attempt to set up with our boys a four-year training program very much in line with the farming type carried out in the respective communities. We feel that our instructional program is the best yet and that we are on the right track to reach a better and more effective program.

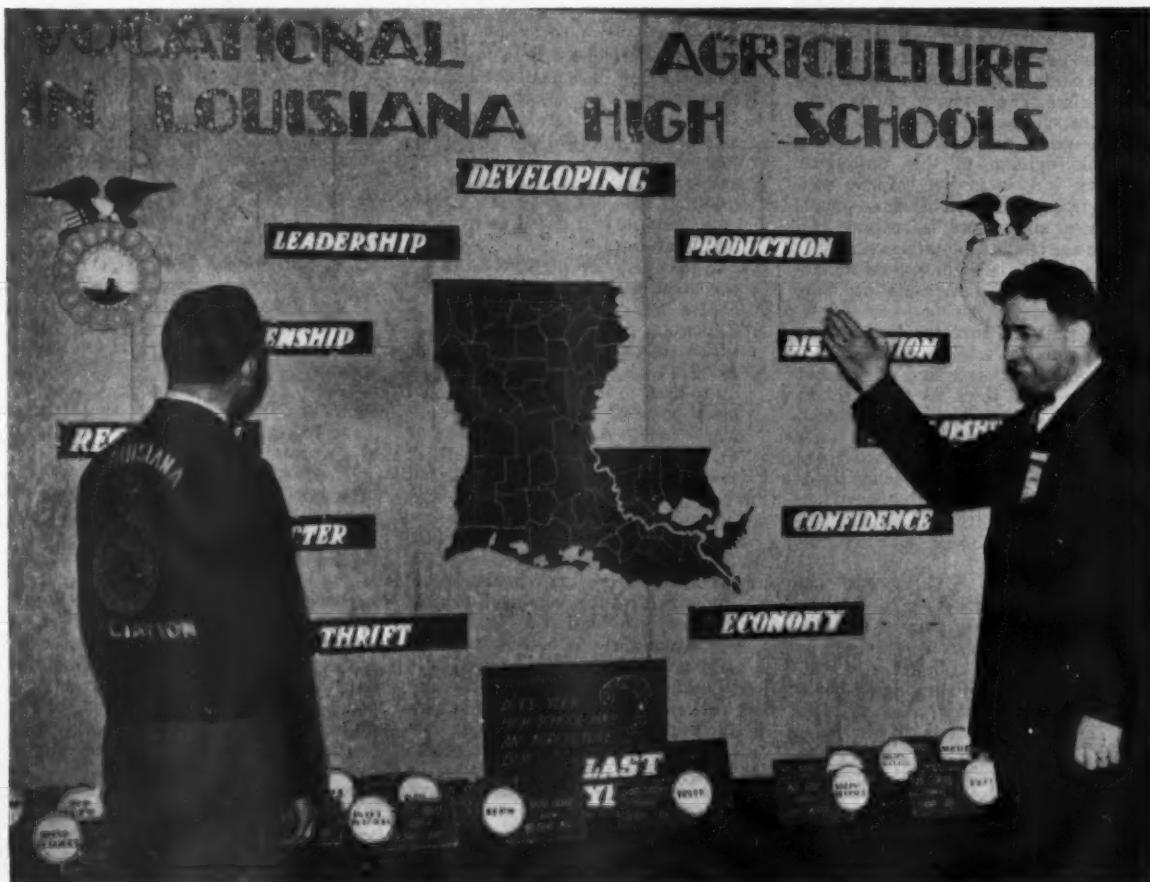
Our launching program consists of the following steps:

- a. Familiarizing students with the program in agriculture
- b. Familiarizing the parents with the program
- c. Counseling students in choice of course
- d. Selecting the farming type
- e. Analyzing the farming type into enterprises
- f. Selecting the enterprises
- g. Selecting the farm jobs
- h. Distributing the farm jobs
- i. Building the individual participation program.

For the sake of brevity I shall omit the first three steps in this discussion, and briefly discuss the others.

### A. Selecting the Farming Type

Boys who eventually farm will usually engage in a farming occupation, or farming type, very similar to those practiced in the localities where they live, or have lived. More often, boys who farm will follow the farming types found on the farms where they were reared. Thus it is important to base the vocational training of farm boys on the specific farming types found on the farms within the patronage area of the agricultural department. Further, boys who farm usually establish themselves in or around the community in which they



**Exhibit of Vocational Agriculture in Louisiana**

This exhibit was used at the Louisiana School Board Members' Convention in Shreveport, February, 1939. In the picture are F. P. Bordelon, Jr., F. F. A. member, and S. M. Jackson, state supervisor of agricultural education.

are born and reared. This makes it even more necessary for training them in local farming types.

In this step we attempt to give the students an understanding of the factors that determine the type of farming that might be carried out in a community. By the application of the factors, the boys usually come to the conclusion that the most satisfactory type of farming for their community is the type that is being practiced. The information necessary to classify the farming type in the community is obtained thru a general farm survey that the boys make of their home farms.

In a majority of instances all members of a group will discover that they are doing practically the same type of farming that the other boys report on their farms. This may be different in departments that are located on the division lines of the farming types in the state; however, in a vast majority of departments there should be no difficulty in finding the type of farming common to the community.

#### B. Analyzing the Farming Type

By tabulating the enterprises reported in the surveys covering every boy's farm, a list of all the enterprises carried on in the community is obtained. It should be mentioned that the enterprises listed are not all found on every farm in the community. The boys working as a group prepare a list of enterprises that they feel would approach an ideal for the type of farming they have selected. The enterprises are classified as major, minor, or contributory, using the farm survey records as a basis for classification. Such a classification brings out the relative importance of the various enterprises in the community and suggests to the boys how the enterprises are to be treated in their farmer-training programs.

#### C. Building the Farmer-Training Program

For the sake of clarity I will treat this step in four parts:

1. Selecting the enterprises
2. Selecting the farm jobs
3. Distributing the farm jobs by years
4. Building the individual participating program.

##### 1. Selecting the enterprises

A farming program in preparation for a given type of farming is built up of a study of the several farm enterprises that fit into the composition of a farm business, in addition to a study of the factors of co-ordination among such enterprises, on the management of the farm as a whole. What farm enterprises to include in a farming program, after the type of farming has been determined, is a problem to be solved by instructor and students in vocational agriculture before instruction can begin.

The enterprises making up the farming type selected constitute definite units of subject matter for the course in vocational agriculture, together with the management phases of the farm business. It is not enough, however, just to determine the enterprises to include in the farming type. Such enterprises must be classified according to their place in the farm business, as major, contributory, and minor.

In this step the boys are directed to select those enterprises that are most important on their farms. The list of enterprises selected will usually include

some from the three classes. The boys then check their lists against the facilities available to them for supervised farm practice. From the study of facilities the boys are able to build up the enterprise part of the supervised farm practice program. The enterprises that are most important on their farms will probably be included in their supervised practice programs as enterprises, and from the less important group they select improvement projects and supplementary farm jobs to round out their farm practice programs.

##### 2. Selecting the farm jobs

It seems advisable to have all the enterprise jobs in the practice program included in the study program, since they will constitute the major part of the training program. The boys list all the jobs in their program enterprises. This list of jobs (abilities) is supplemented with the abilities deemed most essential in carrying out the improvement projects and the most important supplementary farm jobs.

It may be well to state at this point that the supplementary farm jobs include farm shop jobs that are most needed on the farms. The completed list of jobs is proposed as the essential abilities the boys are expected to get from their four-year farmer-training programs. Each boy will have from 100 to 120 jobs or abilities which he will pursue during the four-year training period, in order that he may be better prepared to engage in the farming type selected. In addition to the jobs mentioned above there are some F. F. A. abilities that are treated as farm jobs so far as the instructional phases are concerned.

##### 3. Distributing the jobs over the four-year period

The object in this step is to distribute the farm jobs over the four-year training period in such a manner that there will not be too many jobs crowded into any one year. The distribution is based upon the experiences of the boy and the relative importance of the jobs to the success of the enterprises. As a rule, the operative jobs are placed early in the training period and the managerial jobs are delayed until the boys are older and able to make more mature judgments.

The year in which an enterprise is introduced into the practice program should also be considered in the job distribution. The distribution should give the boy the training at the time he will need the abilities it purports to develop. The fact that the supervised practice programs are built on a continuation basis makes it desirable that the jobs in an enterprise be distributed over the period of years the enterprise appears in the practice program. The jobs of the first year are then distributed by the school months in preparing a study calendar. The study calendar for any year should represent to some extent a cross-section of the supervised practice program.

##### 4. Building the individual participating program

One of the major difficulties encountered at this point is to permit each boy in a group to have an individual program and keep the number of jobs

for the group down to such a point that it will not be impossible for the teacher to handle during the time that is available. This can usually be accomplished by directing the boys in the selection and distribution of enterprises and improvement projects. It is not advisable to have boys study jobs that they do not need or are unable to do something about; however, this situation will not be common if the boys are properly guided in the careful selection of their practice programs. Some boys in a group may not be able to carry certain enterprises that the others are carrying, but they should be able to profit by studying some of the jobs and should let their supervised practice take the form of improvement projects or supplementary farm jobs.

It should not be impossible to build a course of study of farm jobs that will give trainees the abilities required of the type of farming they have selected and one which will be in keeping with the facilities available on the vast majority of farms in a community. There should be little difference in the participating programs of boys who are training for the same type of farming.

## Contract Method of Teaching

W. G. WADE, Instructor,  
Savannah, Missouri

THE contract method is one method we are using in Savannah. It is made up in units of farm enterprises. We have several contracts on each enterprise. We believe students would rather work shorter assignments than long ones. If the enterprise is all in one assignment, the student will work for a long time without realizing any progress, and if easily discouraged, he feels that he is not getting anywhere. So, by making each enterprise into shorter contracts covering exactly the same amount of material, he will pass them one by one in shorter time and feel that he is progressing.

Every boy in our classes works individually. No two work on the same thing at the same time. Every boy progresses at his own rate of speed, and this is almost exactly proportional to his native ability.

No boy fails. If he does not complete his year's work, it is carried over into the next year until he completes it. If he finishes one or two months before school is out, he starts on his next year's work. If he is a senior he may start a preview of his college work. Under this system it is possible for a good boy to do his four years of high school in three years. Every boy works individually and at his own rate of speed. He is not held back by any slow boy.

ONE of the outstanding features of this system is that one can work with each student along his lines of individual differences. All boys cannot be handled alike. This method lets the boy have his high-school work the way he wants it. He may study any enterprise he chooses any time of the year. If four boys in September choose a sow and litter, a calf, a dairy, or a beef project, each boy immediately chooses that enterprise and

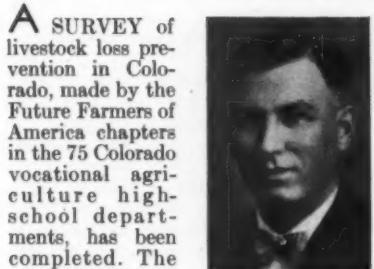
(Continued on page 38)

# Supervised Practice

H. H. GIBSON

## Colorado Livestock Loss Prevention Survey

E. J. JOHNSON, Assistant State Supervisor,  
Denver, Colorado



E. J. Johnson

A SURVEY of livestock loss prevention in Colorado, made by the Future Farmers of America chapters in the 75 Colorado vocational agriculture high-school departments, has been completed. The survey was started by dividing the state into 10 different sections. In each section, one of the older instructors, in point of service, was selected as a key man. To each instructor were sent about twice as many survey blanks as there were F. F. A. members in his department, with the instruction that each boy was to survey one farm beside the home farm. After the completion of the local school survey, all the results were summarized on one survey blank which was sent to the district key man. The key man summarized on one survey blank the results submitted to him from all the schools in his district, after which he sent it to the state chairman. The state chairman then compiled the material submitted from the 10 districts, to complete the state survey.

The results obtained from the survey on 3,108 farms throughout the state are startling. Crippled and dead animals become a direct loss to the owner, but bruises are generally hidden and not recognized until after slaughter. However, these losses from hidden bruises become a real market burden because the resultant poorer quality meat reduces the sales value of the meat. Thus injured animals cause a waste of meat, which is reflected in lower prices paid for livestock; consequently the farmer pays these bruise bills so it is up to him to see that bruises are prevented.

The injuries recorded included 1,419 cattle, 118 hogs, 631 sheep and 226 horses.

### Causes of Injuries

	Kind of Injuries
Crawling fences	Udder bruises
Fighting	Split teat
Canes	Broken leg
Bruises	Poison
Stepped in hole	Sore feet
Corral hazards	Lump jaw
Over-feeding	Bloat
Hurt in chute	Snake bites
Fences	Milk fever
Projections	Shot
Over-crowding	Cuts
Trampled	Lameness
Rough handling	

### Hogs

Clubs and hits	Rupture
Poor pens and corrals	Broken leg
Castration	Bruises
Kicked by other animals	Lacerations

Fighting	Broken back
Cars and vehicles	Farrowing
Boars and stags	Maggots in wounds
Jumped from truck	Lameness
Crowding	
Running	

Dogs and coyotes	Bruises
Fences	Broken legs
Crowding	Broken back
Rough handling	Torn hide
Kicked	Slipped wool
Running	Lameness
Projections	Injured mouth
Trampling	Broken neck
Railroad	

### Sheep

Runaway	Cuts
Auto	Sore necks
Poor shoeing	Sprains
Fences	Strains
Poorly fitted collars	Bruises
Kicking	Founder
Crowding	Snake bites
Running	Punctures
Uneven singletrees	Too hot
Poles	
Pitchfork	
Loose wire	
Nails in boards	
Snakes	
Improper feed	

### Horses

Runaway	Cuts
Auto	Sore necks
Poor shoeing	Sprains
Fences	Strains
Poorly fitted collars	Bruises
Kicking	Founder
Crowding	Snake bites
Running	Punctures
Uneven singletrees	Too hot
Poles	
Pitchfork	
Loose wire	
Nails in boards	
Snakes	
Improper feed	

Teat and udder injuries were reported for 646 cows. These were due to loose wire, fences, nails in boards, poor fences.

Cuts and sprains were reported for 147 horses. These were due to loose wire, nails in boards, poor posts, poor fences, prairie dog holes and post holes.

### Losses

636 cattle died from prussic acid, poison weeds and poison plants.

17 hogs died from crowding in trucks.

363 sheep died from poison weeds and plants.

43 horses died from cornstalk poison.

### Shipping and Handling Statistics

50% of the farms had loading chutes or sandbanks for loading.

Less than half of the chutes fitted up to car or truck floor level.

1,201 farmers shipped by truck alone.

689 farmers shipped by train alone.

732 farmers shipped by train and truck.

56% of farmers did not partition off mixed loads.

42% of farmers admitted overloading cars and trucks.

80% of farmers bedded cars and trucks with sand in summer.

51% of farmers bedded cars and trucks with sand and straw in winter.

74% of farmers wet bedding in summer for hogs.

69% of farmers had wide gates in trucks to avoid hip bruises.

Over 60% rushed livestock out of cars and trucks with poles, forks, hollering, canes, and electric prods to cause many avoidable bruises.

70% used things that will bruise livestock when handling.

39% let cars and trucks of livestock unload leisurely.

72% sold hens before two years old to avoid losses.

About 50% treated hogs with capsules and lye to control worms.

Less than 10% rotated hog pens yearly to prevent diseases.

About 50% treated chickens with pills and capsules to control worms.

About 30% treated sheep with capsules, to control worms.

Slightly over 60% used methods to control external parasites in poultry.

Less than 50% of chutes had cleared inclines.

Over 50% of chutes sloped over 30 degrees on incline.

Less than 50% inspected trucks and cars to remove projections.

Less than 20% of trucks and chutes were braced on outside only to prevent bruises.

Only 25% protected shipments from sun and cold winds when shipping.

35% tied bulls when shipping.

50% filled animals just prior to shipping.

About 25% of livestock sold had some avoidable bruises.

Animals killed and causes in handling—

486 cattle from mixed loads, overloading and accidents.

238 hogs from mixed loads, overloading, too hot, trampled.

361 sheep from smothering, mixed loads, falling out of truck.

64 horses from wrecks, carelessness, kicked.

1,807 poultry—mostly smothered by overcrowding and non-protection when shipped.

Looking over the above figures, we no longer wonder why there is a \$12,000,000 annual livestock loss due to preventable bruises. The farmer pays the bill even tho he usually does not realize this fact. It behooves farmers to handle livestock carefully, and to hire only truckers of kind temperament, and so save this huge preventable loss.

The results of this survey have been sent to the supervisors of vocational agriculture in the 11 western states and some of the central states, along with copies of the survey blanks used. Some of the other states have indicated they may also conduct a similar survey. Mr. Ray L. Cuff, Regional Manager of the National Livestock Loss Prevention Board at Kansas City, Missouri, has used the results of this survey at several of his meetings at Kansas City and Chicago.

In Colorado the results of the survey will be used in evening and part-time schools in an effort to make the adult public conscious of these huge preventable losses. Many feeders and livestock truckers expressed amazement at the amount of these losses, and stated they were guilty of several of the mal-practices indicated, but it was done un-

thinkingly. It is our thought that, thru such adult education, many of these losses will be prevented and ultimately the farmer will reap the profit.

The all-day teachers are urged to use the results of the survey in teaching their classes. Some schools have developed teams that are demonstrating in their own and adjoining communities how these losses are caused and can be prevented. Many loading chutes of the desirable kind have been built by the F. F. A. chapters in farm shop and sold to farmers. In several schools many truck beds have been rebuilt so that with approved loading chutes and satisfactory truck beds many losses can be and have been prevented.

Several farm papers, such as *The Westerner*, *Record Stockman*, and the *Western Farm Life* have used the results of the survey to enlighten their subscribers, so that many thousand farmers and truckmen have been reached besides those surveyed and those who have seen demonstrations. Certainly many will heed the warnings and advice given by these several means.

## The Comprehensive Farming Program and Instructional Planning

R. M. CLARK, State Supervision, Lansing, Michigan

FORTUNATELY for programs of agricultural education, our concept of supervised practice has grown from that of a single "summer" project to a more comprehensive program, which is made the central thought of our whole teaching program for farm boys. Our agricultural courses now begin with an analysis of the boys' home farms. Each boy studies the organization of his home farm and makes comparisons between it and successful farms in his neighborhood, and between his farm organization and the organization recommended by the farm management department of the agricultural college in his state.

There is every reason to believe that the supervised practice programs of the future will grow out of analyses of the boys' home farms. The boy and his father will have information as to the needs of the farm. With the co-operation of the teacher and the father, he will be able to choose productive enterprises which will supplement the productivity of the farm, rather than compete with the enterprises which are already there. The choice of improvement projects will be based on needs he has discovered for himself and his choice of supplementary practices will be made from the point of view of one who has analyzed his needs and who is attacking them scientifically.

The productive enterprise should help improve the capacity of the farm to return an adequate income. The enterprise may be one which needs to be

added, or it may be one which an analysis of the farm organization shows to be in need of improvement. For example, a farm was found by the writer on which dairying was a very minor enterprise and where an analysis of the situation indicated that dairying should become a major enterprise. Dairying was chosen as the major productive enterprise of the supervised practice program for the boy on that farm. It has not caused any curtailment of the other farm enterprises, but it has added materially to the income from the farm. Such a situation provides an excellent basis for successful father-son partnerships.

Careful analysis of the farm by the boy, with supplementary notes by the teacher, provides a basis for improvement projects which may be incorporated in the supervised practice program. The improvement project will then be based on the needs of the individual farm and will be planned to contribute as much as possible to the farm income and to family living, as well as to provide satisfactory learning situations for the boy.

The supplementary farm practices designed to teach the jobs necessary for the operation of the home farm should be studied and included in the supervised practice plan. These jobs will be based directly on the needs of the individual boy in his own situation. The teacher must be careful to see that theoretical materials of doubtful value are kept out.

Supervised practice work which includes productive enterprises, improvement projects, and supplementary skills based directly on the needs of the boy's home farm, and carefully planned to supplement the enterprises on the farm, will provide the best kind of stimulus for learning. The problems growing out of such a comprehensive plan will provide the problems for the course in school. It is conceivable that the letters the boy might need to write for seed and livestock, and the arithmetic he will use in planning feeders and buildings, in record keeping, and so on, may form the basis for his work in English and mathematics as well as in agriculture.

### Supervised Practice, Not a "Summer-Time" Responsibility

It is obvious that such a supervised practice program is not a "summer project" activity to keep the agriculture teacher home during the summer months, but that it is a program which will begin when the pupil enters high school and which may continue throughout his life. It will become the center of the day school course and will provide the basis for the part-time and adult work after the boy has graduated from the high school. Socializing discussions of the problems will be a natural part of the class activity. As the boy increases in ability and capacity, he will increase his supervised practice program and will continually improve his farming status.

The supervised practice program must not end with high school graduation. The boy will become more independent and better able to make his own decisions, but he will still need suggestions from the teacher. His program must continue to grow until he is able to rent or purchase his own farm.

The renting or purchasing of a farm will present a major problem, which will

necessitate further study. At this stage the boy will be interested in such problems as financing his farm, farm organization and management, problems of marketing, and new experiences in community activity of a social and cultural nature. Such problems as these will develop as the boy begins to establish himself in farming.

### The "Ear Marks" of a Complete Program

A complete program for the agriculture teacher will, therefore, carry the boy thru the all-day school, into part-time work and finally into adult schools in agriculture. The course of study will not be one of the traditional "crops, animal husbandry, farm management" programs, but rather one which will more closely meet the needs of the individual boys as they progress from year to year. The subject matter the boy will need in the first year will be that which will contribute to the needs he will have in connection with the beginning supervised practice program. For example, the boy who is beginning a productive enterprise with a dairy calf will need to study feeding as it applies to dairy calves. Later, he will study the feeding of a dairy herd. This boy will also need to study the raising of hay and pasture crops, the control of diseases, the problems of selecting a sire for breeding his heifers and similar problems. Later, he will meet the problems incident to a growing dairy herd, such as the marketing of milk, the choice of supplementary productive enterprises, community problems such as membership in dairy herd improvement associations or participation in milk marketing associations.

Classroom assignments will be related to the real problems growing out of pupil activity. They will meet his immediate, as well as his future needs and they will contribute to the all-round development of the boy. Under such a plan one need have no fear for the future of vocational agriculture.

The tradition of good farming is the growth of generations, and once lost cannot be quickly recovered. By intelligent planning we can still save and reinforce the vitality of American farm life, and thus strengthen the foundation of social well-being.—A. E. Morgan.



R. M. Clark



James Mason, Central High School, Harrison, Missouri, with his first prize Shropshire fat lamb in the Midwest Vocational Agriculture Fat Lamb Show, American Royal Building, Kansas City, June 8-9-10. James was given this Shropshire ram by J. R. Sweat & Sons, McFall, Mo., for having the best Shropshire fat lamb.

L. B. POLLON

# Farm Mechanics

## Planning the Farm Mechanics Program

KEITH L. HOLLOWAY, Teacher Education, Fayetteville, Arkansas

**V**ISITS to many departments reveal the fact that insufficient emphasis is probably being put upon farm shop work in our programs of vocational agriculture. Several factors may be responsible for this situation. Teachers themselves offer the following reasons, among others, for diminished shop work:

1. Insufficient equipment
2. Large size of classes, which makes difficult the organization of a shop program at the school
3. Inability of the boys enrolled to buy supplies
4. Lack of vision on part of teacher

The farm shop program is a fundamental phase of the training which a future farmer should secure in his participative training program. The lack of tools and equipment is, without doubt, a serious consideration in many of our schools. The necessity of allocating funds for maintaining the department is frequently overlooked by the teachers. A special effort should be made to secure the co-operation of the superintendent and board in providing this money, which can in part at least be spent for supplies and equipment in the school shop. Most teachers have, or can secure from the state supervisor, a standard list of tools and supplies needed for the school shop. This list should be used as a basis in presenting the needs of the shop to the school authorities.

The first of the year is normally the time for taking an inventory and, while it probably will be impossible for some schools to secure all of their needed equipment, an inventory will at least be a good point from which to start in building up the equipment list.

The absence of adequate equipment is not alone to be considered in the development of a shop program. The management and maintenance of the shop quarters need consideration as well. The accompanying check list is designed to aid a teacher in an analysis of the condition that prevails in his own shop.

Large classes in farm shop work are difficult of administration, and the writer recognizes this. Particularly is it difficult to provide working facilities when the shop program calls for a major portion of the work to be done with wood. Unfortunately, many school administrators and even some teachers



K. L. Holloway

of vocational agriculture confuse farm shop work with manual training. As a group it must be recognized that teachers of vocational agriculture are not qualified to teach manual training, and efforts on their part to do so result in projects which do not measure up to a performance standard that reflects credit upon the work of the department. The making of bookends, cedar chests, candlesticks, and similar objects may possibly be interesting to the pupil, but in the last analysis, these activities are of minor consequence as compared to activities which have a functional relationship to the entire farm economy.

The question, "How can farm shop work be effectively administered when I have large groups and limited equipment?" is a logical one for the teacher. Probably the best answer is that in nearly all cases the program of farm shop had best be one the major part of which is performed on the pupil's home farm. The development of this home program is primarily dependent on a survey of the opportunities for shop work or mechanical activity that exist on each farm. A survey form can be devised in which most all of the pieces of equipment ordinarily found on a farm can be listed. Opposite each item space can be provided for recording: (1) The extent of repair or replacement needed and (2) An estimate of the cost of materials and labor. Such a form may be duplicated, or it may be adapted for

use by each pupil in determining the farm mechanics needs on the pupil's home farm.

The survey form as suggested may be used by the teacher and pupils as a basis for their preliminary check as to what may properly be done on the home farm.

The completed survey may be used as a guide for each pupil in setting up a comprehensive series of mechanical activities which may well be looked upon as a part of his supervised farming program. Having determined what needs to be done, under the supervision of the teacher in the classroom, he may make definite plans and estimates of labor and other costs involved in performance.

It is physically impossible for the teacher to personally supervise much of the work while it is being done on the home farms of the pupils. The preliminary study in the classroom, on a more or less individual basis, will partially overcome these difficulties. Thus, if a boy plans to build some wooden steps for his home, he may study the use of the steel square prior to undertaking the job at home.

Certain jobs, either in the nature of new work or repair work, can best be done in the school shop. For example, the making of single or double trees, repairing harness, repairing milk buckets and cans or other sheet metal, and the repair of farm machinery might well be done in the school shop.

### SUGGESTED CHECK LIST FOR DETERMINING THE SITUATION IN THE SCHOOL SHOP

Check	Yes	No
1. Does the size of my shop compare with the ideal suggested in the State plan? .....		
2. Does the window arrangement give sufficient light for the accurate performance of tool operations? .....		
3. Is there artificial light for use on dark days? .....		
4. Does the arrangement of the major equipment compare to suggestions in State blue print? .....		
5. Is the character of the floor such that, if tools are dropped, there is a minimum likelihood of breakage? .....		
6. Do the work benches conform to State standard? .....		
7. Are there vises on the benches designed for wood work? .....		
8. Are the vises in working order? .....		
9. Are the benches bolted, screwed, or attached in some way firmly to the floor? .....		
10. Are racks or storage spaces provided for lumber? .....		
11. Are tools kept in a tool room? .....		
12. Are tools kept under lock? .....		
13. Are there racks or other suitable storage available for each tool? .....		
14. Are tools numbered, or identified by departmental work? .....		
15. Are edge tools being stored in such a way that their cutting edge touches nothing? .....		
16. Are pupils held responsible for tool breakage? .....		
17. Is any fee charged for maintenance of more shop items? .....		
18. Are pupils required to put away tools at the close of the shop period? .....		
19. Are all cutting tools maintained in a condition in which workmanlike jobs may be done with them? .....		
20. Is the shop floor cleaned up at the close of each shop-work period? .....		
21. Is the wood working equipment adequate? (See State list) .....		
22. Is the sheet metal equipment adequate? (See State list) .....		
23. Is the concrete equipment adequate? .....		
24. Is the forge equipment adequate? .....		
25. Is the miscellaneous equipment adequate? .....		

## **Operating Sheet For Farm Machinery Repair**

**Machine**..... **Manufactured**.....

Style or type.....

#### **PARTS TO BE REPLACED**

Name	Reason for Replacement			Size or Number	Cost
	Broken	Worn	Lost		

Total cost of parts to be replaced.....

Are you able to overhaul this machine yourself?.....

Estimate of local mechanic for labor on the job.....

Outline the steps to be followed in overhauling this machine, and indicate the tools needed.

Operation	Tools and Equipment Needed

In the repair of farm machinery, the accompanying working sheet may possibly be used to advantage by the pupil.

The advertising value of a functional program in farm shop should not be overlooked. A story of the achievement of a farm shop class involving an itemized list of articles made or repaired, the cost of the repairs and material, the value of the articles either made or put back into service is good reading matter, and has great value as local publicity for the department.

It is to be regretted that the preparation in the field of farm mechanics on the part of the teacher is frequently quite inadequate. This should not deter the teacher, for there are few men who cannot learn to use a soldering copper, splice a rope, make a halter, run a

terrace level, make a gate, set corner posts, glaze a window, and cut rafters, if they will study the great number of available books and bulletins on the subjects. In the type of farm shop and mechanics activities indicated in the foregoing, a minimum amount of skill involving a high degree of accuracy is involved. While standards of performance that are acceptable must necessarily be set up and emphasized, that high degree of accuracy involved in the making of many projects of the manual training type is not so essential in such a program as has been outlined.

The recognition of opportunity is the keynote to successful work as a teacher of vocational agriculture. The farm shop and mechanics opportunities await any teacher in any locality.



An interesting co-operative project is sponsored by the vocational agriculture department at Marshfield, Missouri. The 65 farm boys enrolled in vocational agriculture classes own over 100 Jersey cows and heifers as a part of their supervised practice program. They own co-operatively a registered herd sire. These F. F. A. boys exhibited 20 head of their top animals at several fairs. They traveled a total of 400 miles, won \$341.00 in prizes, and 70 ribbons including prizes at the Missouri State Fair.

## Poultry Equipment Display

**A**T TIMES we are at a loss to know what to do that will be of definite value to the community and will give our departments the recognition they deserve. Oftentimes demonstration and exhibits will accomplish this purpose. I believe a recent exhibit of shop-made poultry equipment was of definite value.

Last fall the Seward Chamber of Commerce sponsored a poultry show. About 600 birds were exhibited from this part of the state. As a part of this show the shop classes prepared an exhibit of shop equipment and appliances that could be made at home. This equipment was carefully arranged in a corner near the entrance. Each piece was labeled with the name of the appliance, the cost of material, and the name of the boy who built it. All equipment was given as natural a setting as possible and all feeders were filled with appropriate material.

The following is a partial list of the equipment exhibited:

1. Oyster shell feeder made from apple box
  2. Wet mash feed trough
  3. Wire-protected mash feeder
  4. Reel-protected mash feeder on legs
  5. Baby chick feeders made from orange boxes
  6. Sanitary water stand
  7. Sanitary water and feeder stands for chicks
  8. Reel-protected mash feeder (low type)
  9. Wall type alfalfa rack
  10. Movable alfalfa rack, reel-protected
  11. Four laying nests with removable bottoms
  12. Chick waterer made from No. 10 can and pie tin
  13. Catching hooks

13. Catching hooks  
During the show orders were taken for the equipment. Since that time dozens of feeders, etc., have been made.

dozens of feeders, etc., have been made. One should be careful in an exhibit of this kind to show only the very best workmanship.

—V. J. Morford, Seward, Nebraska  
from *Helpful Suggestions*,  
Feb., 1939.

## Judging Helps

**H**OARD'S Dairyman is publishing a Cow Judging Kit consisting of 36 cards. There are six cards for each breed, with each card showing three views of the cow. There is a master card for each breed including a true-type picture, facts about the breed, and a sample set of reasons. The cards are  $8\frac{1}{2} \times 5\frac{1}{2}$  in size, printed on good cardboard, and sell for \$1.50 per kit. The pictures are reprints of classes used in the contest.

The American Jersey Cattle Club, 234 West 23rd Street, New York, has issued a bulletin on Herd Classification and a collection of sixteen  $8\frac{1}{2} \times 5\frac{1}{2}$  pictures of cows illustrating the class used. Each card shows three views of the cow and the classification represented.—A. P. D.

The first farmer was the first man, and all historic nobility rests on possession and use of land.—Emerson.

# Studies and Investigations

C. S. ANDERSON

## Attendance at Iowa's Agricultural Evening Schools\*

H. M. HAMLIN, Teacher Education  
Urbana, Illinois

### *I Nature of the Study*

THE study to be conducted during 1937 and 1938 as a project of the Iowa Agricultural Experiment Station. It was the first study ever to be carried on thru a permanent organization for research in agricultural education in an agricultural experiment station.

Two general questions raised were:

1. What has been the history and what is now the status of Iowa's agricultural evening schools?

2. What arrangements have been associated with the best results in securing large, regular, and persistent attendance by representative Iowa farmers at agricultural evening schools?

You will be especially interested in the second question, but the first question needs to be answered in part to give you a background for our findings regarding the second question.

The data used in the study were collected with the assistance of the teachers of agricultural evening schools.

### *II Development and Present Status of Agricultural Evening Schools in Iowa*

#### General Background

Iowa's first reimbursed agricultural evening school was held in 1923-24. Last year 113 such schools were held, the largest number in any one year. Approximately 80 percent of the teachers of the state held evening schools. In addition there were 30 part-time classes, so that there was an average of one adult class per teacher in 1937-38. The 113 evening classes attracted 7,839 attendants, 4,404 of whom attended three or more meetings. The average enrollment at these 113 schools was 39.

A total of 154 evening schools had been started in the state prior to 1937. Of these 109 were active last year; 92 of them have been continuously active. Of the 44 which were inactive last year, 22 were in dropped departments.

For the past eight years more than one fifth of the Federal funds used in vocational agriculture in Iowa has been used in conducting evening classes.

Two figures have remained disappointingly constant throughout recent years. For 10 years the average number of meetings per evening school has



H. M. Hamlin

varied between 10 and 11. The range in the percentage of attendance by those attending three or more meetings has been from 55 to 61 percent.

An analysis of the subjects of the 803 evening schools held in Iowa since the beginning shows that livestock studies have been most popular, followed closely by agricultural economics and agronomy. The numbers for each group of subjects are as follows:

Livestock studies . . . . .	283
Agricultural economics . . . . .	213
Crops and soils . . . . .	176
Farm mechanics & engineering . . . . .	38
General and miscellaneous . . . . .	92

Since the farmers themselves have had a large part in choosing these subjects, their distribution has significance for anyone in agricultural education.

#### Some Pioneer Schools

Four schools which have pioneered in adult education in agriculture, which have maintained rather complete records and which have used a variety of procedures, were singled out for special study.

*Charles City.* Records are available from Charles City for the past nine years. Mr. Auringer, an outstanding teacher, has been in charge during the past eight years. He has aimed at classes of moderate size, and at regular attendance. He has done an unusual amount of individual work with his farmer-members on their home farms. On the average, 40 farmers have attended five or more meetings of these schools. For the past five years every farmer attending at all has attended five or more meetings. One third of the members have, on the average, been new yearly; two thirds have held over from previous years.

*Denison.* Over an 11-year period Denison has had large but irregular attendance. On the average, 95 persons have attended one meeting or more of each yearly series; 65 percent of these persons have attended fewer than five meetings. There has been a wide range during the years in the numbers attending three or more meetings (7 to 77). The program has had its rather decided ups and downs but it is well established with 30 to 40 persons per year attending five or more meetings in recent years. Six of the 17 persons enrolled in the first class in 1929 attended the 11th class in 1937-38. Fifteen percent of all enrolled prior to 1937 were in last winter's class. No particular attempt has been made to hold members year after year, the instructor holding that it is not to be expected that an individual farmer will be interested in every subject offered. He has tried to serve the

entire community by teaching a variety of subjects rather than by catering to the interests of the same group year after year. Partly as a result of this policy, 41 percent of the membership has, on the average, been new each year.

*Lytton.* The Lytton school is likewise 11 years old. Like Denison it has had large but not very regular attendance. Only 45 percent of the 103 farmers reached on the average each year have attended as many as five meetings. Those attending five or more meetings were not especially faithful in attendance. "Enrollments" have ranged from 12 to 67; 59 were enrolled last year. Nine of the original group of 20 attended the 1937-38 school. Twenty-four percent of all who were enrolled prior to 1937 were on hand for last year's classes. A third of the membership has been new each year.

*Sac City.* The Sac City School was the first one in Iowa to initiate certain practices which have proved especially valuable in securing larger, more regular, and more persistent attendance. These practices included the use of a relatively large council which enrolled the evening-school members, the provision of several parallel adult classes, the payment of dues, a limit of 100 upon enrollment, the assignment of seats, and the giving of gold keys for five years of perfect attendance. The school has been in operation for seven years. Thru this period the following averages have been maintained: 53 have attended every meeting; 27 have attended eight or nine meetings; 92 have attended five or more meetings. Those attending five or more meetings have been in attendance 86 percent of the time. Enrollments have varied but little; the range in seven years has been from 85 to 104. The percentage of meetings attended by those enrolled has likewise remained nearly constant, varying from 81 to 95 percent. Thirty-five of the original group were enrolled in 1937-38. Forty-seven percent of those enrolled prior to 1937 were in the 1937-38 class. On the average only 18 percent of the membership has been new each year.

#### Records of Individual Attendance

Some surprising records of attendance by individual farmers have been reported. At Sac City eight farmers have attended all 71 meetings thus far held in seven years of evening-school work. Fred Haffner of Lytton has attended 108 of the 115 meetings of the Lytton evening school; J. D. Berkler has attended 106 of them. Paul Johansen has attended 99 of 114 meetings at Denison. C. C. Hobart of Charles City has attended 69 of 80 meetings held in eight years. H. H. Shannefelt of Sigourney has attended 73 of 81 meetings over a seven-year period.

#### Class Attendance Records

Space is available to give the attendance records of only two schools outstanding in this respect in 1937-38,

Odebolt and Sac City. These two schools are ten miles apart and operate under the same general plan.

At Odebolt 86 persons attended five or more meetings; only 12 who attended at all attended fewer than five meetings. Forty-nine persons attended all of the meetings. Thirty-one more attended eight or nine of the ten meetings. The 86 "enrolled" attended 96 percent of the time.

At Sac City 97 men attended at least half of the meetings. Seventy of these attended all the meetings and 17 others attended eight or nine of them. The 97 men "enrolled" were in attendance 90 percent of the time. These are attendance records scarcely excelled in day schools in which attendance is compulsory.

#### Kinds of Farmers Reached

A study was made of approximately 500 farm operators enrolled in 1937-38 in evening schools in 13 communities well scattered in the state. In each case the total membership of the class was included.

The median group of farmers enrolled was 40 to 45 years of age. Only 9 percent were under 25 and only 21 percent were 30 or younger; this would indicate that evening schools were not reaching adequately the age-groups which would be served by part-time schools. Seventeen percent were over 50 years of age.

Fifty-four percent were tenants, a figure only slightly below the average for the state. It would appear that the difficulty of reaching tenants with agricultural education has been over-emphasized.

More than half of the farmers studied had farms ranging in size from 81 to 160 acres; 60 percent had farms of 160 acres or less.

Forty-three percent had not gone beyond the eighth grade. Only 11 percent had gone beyond the high school.

Fifty-six percent were members of the Farm Bureau. Thirty-eight percent belonged to no general farmers' organization. Only 6 percent belonged to general farm organizations other than the Farm Bureau.

The median distance from the homes of these farmers to their evening schools was slightly less than 5 miles. Seven percent lived more than 10 miles from their evening schools.

Thirty percent were fathers of boys currently enrolled in vocational agriculture. Seven percent were fathers of former students. Another 7 percent were fathers of boys formerly in 4-H club work.

These data indicate that agricultural evening schools are coming close to reaching a cross-section of our farm operators and that they are enrolling many underprivileged persons untouched by other agencies.

#### Practices Followed in 39 Agricultural Evening Schools

Thirty-nine teachers reported the practices employed in managing their evening classes.

**Meetings.** The largest number of meetings of a single class was 25 at Marengo. No other group held more than 15 meetings. The median number was 13, two above the general average for the state. Twenty-three schools confined their

meetings to the five months of November, December, January, February, and March. Two schools held eight meetings each outside this period and 14 others held from one to six meetings outside the traditional season for evening-school meetings. Five schools paralleled their winter series with day-time short courses.

**Enrollment.** Enrollments were taken as early as August in four communities. More than half of the schools completed enrollments before November 1. Ten schools secured definite, written enrollments. Three schools limited their enrollments; their limits were 80, 100, and 110. The same three schools assigned seats to their members. At three schools all of the members were enrolled by the evening school councils. At three other schools 90 percent of the members were enrolled by the councils. In 12 other schools half or more of the membership was secured by the councils. Seventeen schools gave attendance certificates. Nine schools re-enrolled their members at the close of the winter series.

**Parallel classes.** In 12 communities agricultural evening schools were a part of a larger program for the education of adults. Sac City enrolled 350 adults in eight non-agricultural evening classes in addition to 85 young men and women in part-time classes, reaching a total enrollment of 535 in its adult classes. Classes in homemaking and part-time classes for young farmers were the classes most commonly paralleling the agricultural evening classes. Some striking enrollments in these parallel classes were reported. Four schools reported homemaking classes with enrollments of 110, 75, 60, and 50. One school reported a part-time class with an enrollment of 60.

**Councils.** Thirty-six of the 39 schools had evening school councils. The median number of members was six. Seven of the strongest evening schools had councils with nine to 11 members. Council members were most commonly chosen by the teacher or by the teacher in co-operation with the superintendent; in 11 communities, however, they were elected by the members of the evening classes. Seventeen schools had one-year terms for council members; 15 schools had indefinite terms. At Spencer, council members serve four years, at Sigourney three years, and at two other schools, two years. The Odebolt and Sac City councils met monthly during the year. Nearly all of the councils met at least twice before the opening of the school. Councils were commonly used for enrolling members, encouraging regular attendance, taking roll, serving refreshments, conducting banquets and commencements, arranging recreation following the meetings, arranging trips and tours, organizing pools for the purchase of farm supplies, and setting up farm-practice demonstrations.

**Finances.** Seven schools charged dues ranging from 25 cents to \$1 per member. Two received donations from members. Seventeen schools had special funds, usually very limited, provided by their boards of education. One school received \$25 from the local Chamber of Commerce.

**Plans and preparations.** At Odebolt the subject was chosen in the preceding February. Eight other schools chose their subjects from May to August. Ten more made their selections in Sep-

tember. Nearly half of these teachers had completed the first drafts of their courses by October 1. All but three of the schools distributed programs to prospective members describing their evening schools. Four schools were doing some planning in advance of the current year. One school had a five-year plan; others had plans for two or three years. A good many farms of prospective members were visited before the opening of schools. The median number of farm visits was 35. Five teachers reported visits varying in number from 65 to 108. Nearly half of the teachers conducted definite surveys of the farms of their evening school members. Some schools made extensive use of newspaper publicity, four reporting 28 to 52 columns during the preceding year.

**Teaching procedures.** Class discussion (the conference procedure) was the dominant procedure in all but one of these schools. Twenty teachers reported that they relied upon discussion alone; eighteen that they supplemented the discussions with some lecturing.

**Outside help.** There were wide variations in the extent to which outside speakers were used. The median percentage of classes taught by the teachers themselves was 73 percent.

**Unity of courses.** Though 12 teachers said that they stuck to one subject, there was a good deal of scattering. The median number of distinct subjects treated was three.

**Social and recreational features.** Lunches were served in 22 of the 39 schools. Seventeen schools had recreational activities in addition to those held on evening school nights. Twenty-one held some sort of inspirational last meeting, usually termed a "commencement" or "banquet." Ten schools held trips within their communities and 20 schools had tours out of their communities. These had both educational and recreational values.

**Follow-up and related practice.** Twenty-eight of the 39 schools secured statements before the close of the winter series of the new practices proposed to be introduced on the farms of evening class members. Sixteen schools conducted class or group demonstrations of new practices. Sixteen schools held meetings during or following the regular series of groups of members having special interests. A good deal of individual farm visitation was done.

### III Relation of Practices to Attendance

#### Practices Favoring Large, Regular, and Persistent Attendance

The teachers conducting the 39 evening schools studied varied a good deal in the emphasis they put upon securing large, regular, and persistent attendance. Some definitely did not want large attendance. Some felt that it is desirable to attract farmers even for a meeting or two and did not aim at regular attendance of a definitely enrolled group. Some wished to have their evening schools serve various groups in their communities in successive years rather than to retain in them the same farmers year after year.

Assuming that a teacher wants large, regular, and persistent attendance, the ways of securing it are, I believe, fairly obvious. This particular study cannot

(Continued on page 38)

# Future Farmers of America

L. R. HUMPHREYS

## National President Visits the Field

L. R. HUMPHREYS, Teacher Education, Logan, Utah

OUR national president, Robert A. Elwell of Gorham, Maine, is adopting the policy of becoming thoroly acquainted with the activities of F. F. A. chapters thruout the country as a basis on which to work out his program of service to the Future Farmers of America during his administration of the present year. He has set up a tour of inspection which, when completed, will take him through 27 states. Before the mid-year meeting in Washington he attended state conventions in the states of New Mexico, Arizona, Nevada, Washington, Montana, Vermont, Utah, Texas, California, and Oregon. He expects to cross-section the southern states, and before the national organization convenes in Kansas City he will have a very intimate knowledge of what Future Farmers are doing, their needs, and the possibility of development.



Robert Elwell

In a recent interview, Mr. Elwell was asked this question, "Is the Future Farmer organization really functioning in our country?" To this question President Elwell replied: "Yes, it is a growing organization, growing so rapidly that it has growing pains. This organization offers the greatest help for the future of farming in America." A second question was asked, "As an organization what are the most important needs for development?" To this question, young Elwell replied: "The Future Farmers must participate more actively in co-operative buying, selling, and be concerned about the problems of marketing, co-operation, overcoming surpluses, and solving more satisfactorily the problem of production." Mr. Elwell expressed the

conviction that the Future Farmers of America organization is looked upon by the adult farm organizations as a stable organization which will supply them a high type of leadership, and which will in time uphold the fundamental principles for which they are fighting today. Said Mr. Elwell, "The Future Farmers of America is looked upon with favor by all farm organizations and organizations interested in farming."

Speaking more particularly of his observations in the field, he said, "In crossing this great country of ours, I am impressed with the fact that the chapters very much resemble each other in their type of organizations in spite of the fact that there is a great diversity in types of farming and a great diversity of creed and nationalities, the same loyal spirit for farming and an active support for the objectives for which our organization stands are present everywhere."

## Seeing Is Believing

ROBERT CARLTON, Reporter, Murray, Kentucky

WHEN the Kirksey F. F. A. began planning a two-weeks southern trip they were complimented by many for their progressiveness, but on learning that the chapter intended to raise the funds for the tour during one school year, many a head was shaken doubtfully.

Undaunted, the boys fired into the task of money-making with vim and vigor. Candy and flavoring were sold during the entire year, and refreshments at entertainments. Four small pigs were bought, raised, and sold at a nice profit, and an ice cream social was given one week before the departure.

Early Monday, June 6, the boys began arriving in Kirksey prepared for one of the biggest events in their lives. Because of the limited space it was necessary to reduce luggage to a minimum. The experience gained on the six-days tour which the chapter took thru eastern Kentucky the previous year enabled the boys to include only necessary items in their baggage. Most of the boys wisely bought insurance policies for the duration of the trip.

The large truck chartered for the trip left Kirksey at 8:00 a. m., with 29 boys, Mr. J. L. Crass, advisor, and two drivers. A short stop was made in Murray for the boys to make a few necessary purchases and to have two large banners, reading Kirksey F. F. A., Ky., placed on the truck.

At 4 p. m. we were in Nashville visiting the world's only full-sized reproduction of the Parthenon. The boys spent quite a bit of time in this building, rich in mythological history. We camped for the night in the outskirts of the city and were back bright and early the next morning visiting the state capitol, the educational war memorial building, and the Hermitage, Andrew Jackson's home.

The next morning we arrived at the top of Lookout Mountain, 2,350 feet above sea level. We gazed in awe at the beautiful scenery, visible from the various points.

The next interesting stop was at Atlanta, Ga. Here many viewed the famous painting, "The Battle of Atlanta." Three German artists worked three years, using 8,000 pounds of paint, to complete this gigantic masterpiece.

On the evening of the fourth day we reached Florida, to which the boys had really been looking forward from the beginning. That night we slept on the banks of a small salt stream and thru the kindness of the owners had the use of three rowboats. We had a fine time swimming and boating. The mosquitoes greatly enjoyed our stay.

Breakfast was eaten the next morning in Jacksonville, Fla., and at 11 o'clock we were in St Augustine, enjoying the happy experience of actually seeing the things about which we had studied in history classes. Many of the boys had the never-to-be-forgotten pleasure of drinking water from the famed "fountain of youth."

A guide was hired to conduct us first to an alligator and ostrich farm where a man wrestled with a large 'gator for our entertainment. The oldest house, oldest school house, the narrowest street (6 feet, 1 inch wide), and the oldest cemetery in the U. S. followed.

We were carried thru the historically famous Fort Marion, where we listened to a very interesting explanation of the various parts of the ancient fort. We entered the dungeon and shuddered as we recalled the gruesome tales of the horrible deeds enacted there.

The fitting end to that eventful day was sleeping on Daytona Beach with the constant roar of the surf in our ears.

In spite of what they had been told to the contrary, some of the boys believed they could drink ocean water, but one trial convinced them that they were badly mistaken.

On June 11, six days after our departure, we reached Miami, the southernmost point of our journey. We stayed two nights at the Angler's Hotel two blocks from the beach, enjoying a much-needed rest and spending a lot of time in the water.

From Miami we traveled the Tamiami Trail through the Everglades to Tampa. From here we hurried to Silver Springs, believed by many to be the high point of the journey.

Most of the boys took both the glass-bottom boat trip and the jungle cruise, a 10-mile trip down Silver River in a powerful cruiser, seeing jungle animals and birds in their natural habitat. Every hour 22,134,780 gallons of crystal clear water flow from the springs. Small objects are visible on the bottom at a depth of 70 feet.

On the jungle cruise we could easily imagine that we had suddenly been whisked to the African jungles and were not surprised to learn that jungle

pictures are filmed there. We also saw the Dutchman's Pipe, marveled at by Robert Ripley, formed by a palm tree growing from the base of a cypress.

We regretfully took leave of the beautiful springs and arrived the same evening in Gainesville, where the Florida F. F. A. convention was in session. The group was presented before the entire assembly and received a rousing welcome. The proceedings were broadcast from the local radio station. We had the pleasure of spending the night with a brother of one of our number. He gave us two alligator skins, which we are having stuffed.

We came home by way of New Orleans, and drove under one of the massive approaches of the gigantic Huey P. Long bridge. By this time some of the boys were plainly homesick. From New Orleans we drove continually, passing thru Memphis about midnight and arriving in Kirksey early in the morning of the 14th day.

## The Work of the President and Vice President\*

LESLIE NELSON, Teacher,  
Brigham, Utah

**A**S president of this organization what am I supposed to do?" This question is as old as the organization itself and as often stated as a new man takes office.

I distinctly remember a fateful day in my high-school career when I was nominated for the office of president of the "Ag Club." I refused to accept the office on the grounds that I wouldn't know what to do if I were president. When the objections were overruled and I was finally elected, a sympathetic adviser said, "Don't worry, you'll get along." I did "get along," and that was about all, because instead of being a jump ahead of the job I didn't find out exactly what my function was until the year was over. All of us have seen potential leaders fail because they didn't quite comprehend what their job was all about until they "passed the gavel" to their successor. They were not prepared.

In a recent visit to one of our local chapters a vice president was asked the question, "What is your special job in your chapter?" His answer was typical of the attitude generally accepted about vice presidents, "Oh, they never ask me to do anything but talk about the plow in our chapter ceremonies." Vice presidents are probably neglected and put in the background more than any other officer in the local chapter.

The remedy for the bewildered president and for the neglected vice president lies in the one magic word, *organization*. It is not only necessary that a president should possess qualities of leadership, but these qualities must be supported by good organization. To illustrate my point, a president should never attempt to function without a set of by-laws to guide him. This seems like a super-



Leslie Nelson

fluous statement, but I have visited enough chapters to know that there are several who do not have an adequate set of by-laws and as many more who, if they have such, keep them in cold storage and the current officers "know them not."

The constitution and by-laws should not be mere legal documents but should be working instruments to direct the activities of the chapter. The by-laws particularly should contain a clear definition of duties of the president and his co-workers.

Most of our local constitutions provide: "It shall be the duty of the president to,

1. Preside over all regular meetings
2. Call all meetings of the association
3. Call all officers' meetings, and
4. Appoint, and be an ex-officio member of, all special committees."

Likewise the by-laws provide that: "The vice president shall assume all the duties of the president in the absence of the president."

### Active or Inactive?

IN MY travels as a national officer during the past year (which, by the way, totaled 13,500 miles and brought me thru 21 states), I have talked with F. F. A. members from many chapters. Some have little interest, see nothing in the F. F. A. Others are intensely interested; they lead and enter into many active discussions and they have learned to co-operate. In nine chances out of ten, the difference between the active and the inactive chapter could be traced to the program of work. The active chapter planned constructively and carried out its plans; the inactive chapter did neither, and I dare you to answer this question: "Is your chapter going to be among those that can reap the vast rewards for useful activity?"—Arden Burbidge, formerly vice-president representing the North Central Region.—From *The North Dakota Future Farmer*, Jan., 1939.

The by-laws help the executive officers to get off the home plate. But they must look beyond the constitution for help. They need to comb all the F. F. A. literature for ideas, visit other chapters, attend leadership training courses, and otherwise prepare for a successful administration. According to the present by-laws of our chapter the candidates receive their first idea of what their duties will be when they are required to go before each of the classes, state their platform, and tell in each case what they will do if elected. Spring elections, the association with the outgoing officers, the state training schools, the making of the annual program—all of these activities do much to start the program "with a bang."

We have found by experience that to hand the new president and vice president a typewritten list of suggestions about the responsibilities of their office is a good policy. The following is just a suggestion:

#### To the President

"It is up to you to:

1. Organize the chapter's affairs so that every officer and member will

have something to do.

2. Get acquainted with the constitution and by-laws.

3. Learn parliamentary procedure and conduct all meetings accordingly.

4. See that every detail of the annual program is the responsibility of some one member.

5. Plan far enough ahead so that no one will be embarrassed by an eleventh hour request.

6. Continuously check the other officers to see that they are doing their jobs well.

7. Divide the responsibility of your position with the vice president. Be sure he has definite responsibilities.

8. Make a monthly check with each committee chairman and thus make sure that the committee is doing its share of the work.

9. Make sure that the annual program is built to fit local conditions.

10. Learn *your part* and become acquainted with all chapter ceremonies.

11. Be sure you know the significance of the emblem, colors, creed, and motto.

12. Be familiar with F. F. A. paraphernalia and stage setting for meetings."

#### To the Vice President

"It is your responsibility to:

1. Help the secretary make a final write-up of the annual program of work.

2. Take charge of some of the meetings even tho the president is present.

3. Set the stage for all meetings and initiations.

4. Plan and take charge of initiation ceremony for green hands.

5. Supervise the organization and functions of at least two of the major committees.

6. Discharge any other duty delegated to you by the president."

The administration of the president will be a success and the vice president will cease to be the "forgotten man" of the chapter if they *Organize—Deputize—Supervise*.

\*Editor's Note: This is the sixth in a series of ten helpful articles by Mr. Nelson in which he offers suggestions from first-hand experience on problems of advising F. F. A. chapters and development of leadership.

## Co-operative Buying

J. H. FOARD, Adviser,  
Willow Springs Chapter, Missouri

TWENTY Willow Springs Future Farmers recently bought the best young purebred Jersey bull for sale at the Ozarks Empire Free Fair held in Springfield, Missouri.

Each boy owns one or more shares of the animal and this bull will be used to mate purebred cows owned by the young farmers. Shares, with two breeding privileges attached, were sold at \$5 each to help pay the purchase price of the nine-month-old registered animal, Valiant Beauty's Lad.

Purchase of the bull was supervised by the instructor. This is only one of the many co-operative projects sponsored by the Willow Springs Future Farmer Chapter in promoting the dairy improvement program in the community.

## Attendance at Evening Schools

(Continued from page 35)

show conclusively what they are, tho it points toward them. I am proposing at this point to supplement the study with the results of other observations over a period of years and with my own conclusions, which are certainly to some extent subjective. I would say with a good deal of confidence that many of the teachers whose schools are studied were not using methods which are nearly sure-fire in getting satisfactory attendance. A few Iowa schools using these methods stand in a class by themselves so far as their attendance records go. These methods have worked over a period of years and in widely separated situations. I should list the following:

1. The use of a large and active advisory council which bears all or nearly all of the responsibility for enrollment and attendance;

2. Early and definite written enrollment including an agreement to attend regularly;

3. A financial investment on the part of those enrolled;

4. Early and definite planning of the program by the teacher and his council;

5. Successful classes for adults in other subjects.

These five stand out; another group of practices seems to be commonly associated with good attendance:

1. Visitation of the farms of most of the class members prior to the opening of the evening school;

2. Unified courses of study;

3. Class meetings at time of year when roads and weather do not interfere;

4. Organization of the class into groups or squads, with council members in charge, and regular group meetings;

5. Social and recreational activities supplementing good class work;

6. Attendance certificates;

7. Teaching of most of the lessons by the teacher, with limited and very judicious use of outside specialists;

8. The careful use of newspaper publicity, provided the program is worthy of publicity and publicity is not substituted for any of the necessary devices previously listed.

### IV Limitations of the Study

I do not wish to overemphasize the value or significance of the study. There are other studies of agricultural evening schools which I should prefer to make. This particular study was undertaken because it was possible to undertake it with the time and funds available.

It would have been better to have set up first a plan for evaluating the results of evening school programs. We could then have studied the practices associated with real achievement in this field. Attendance at evening schools is essential, but it may or may not be correlated with results.

It would have been better to have chosen the schools in advance so that more representative situations could have been used and the needed records could have been kept completely by all participants. "Post-mortems" of the sort we undertook are usually unsatisfactory, tho they are worth making.

It is, of course, clear that factors associated with good attendance may not actually be responsible for it. The facts assembled actually prove nothing regarding methods which make for good attendance.

Finally, the study was confined to Iowa and to a particular, short period. We have no assurance from this study that the procedures which seemed to facilitate attendance in Iowa will work elsewhere or that they will continue to work in Iowa.

\*Paper read at the Research Sub-Section, Agricultural Education Section, American Vocational Association Convention, November 30, 1938.

## E. E. Gallup Retires



E. E. Gallup

**E. E. GALLUP**, co-pioneer with Walter French in developing the program of vocational agriculture in Michigan, retired from active service on July 1. Mr. Gallup had spent 21 years with the Michigan State Board of Control for Vocational Education, following his appointment as state supervisor in 1918. During this period the number of departments of vocational agriculture in Michigan grew from 49 to 233. In addition to experience in teaching rural schools and five years' teaching at Michigan State Normal College, Mr. Gallup served for 18 years as principal superintendent in five different schools in Michigan, in several of which he introduced vocational agriculture before the Smith-Hughes Act was passed.

Since late in 1937, when his supervisory duties were taken over by Mr. Harry Nesman, Mr. Gallup has devoted most of his time to the responsibilities in connection with the executive secretaryship of the state F. F. A. organization.

Mr. Gallup is a life member of the N. E. A., A. V. A., M. E. A., and the Farm Bureau. He has been a member of the Grange and several social and civic organizations. For several years he was representative from the North Central Region, on the Editing-Managing Board of this magazine.

## Contract Method

(Continued from page 29)

studies in terms of his individual differences, and his home environment. We find the latter to be different on every farm. As near as we can, we fit his study to his home conditions and alter the latter by degrees as the boy progresses.

To write contracts, a teacher must rewrite the text book in study form. I use a symbol on our contracts which serves as a reference. For example, after the motivation or introduction on the contract we will use the number 3524. The last number is the paragraph and the other preceding numbers are the page. Now page 352 and paragraph 4 he is to look for and study. Our contracts are written one paragraph at a time and in the same order as they are in the reference book.

In the contract the boy is told what to do, what to look for, and what he should remember. When the boy completes his contract, he is told to review it and then take a check test, which is really a sample of his final test. If he masters this he is now ready for the final test.

All boys do not pass the tests with the same number of errors. Whether the boy has made too many errors to pass or not is determined by the boy's ability. A boy of high ability should make fewer errors than a boy of low ability. For example, if a boy passes a contract with 10 errors, and that was about proportional to his ability, or in other words he had worked up to his capacity limit, we would let him go on with the next contract. If one of our boys with more ability missed 10 questions and we knew he had only half tried, we would not pass him. We would make him work it over until he mastered it in proportion to his ability. This is another time where individual differences become a great factor.

## Pacific Regional Conference

(Continued from page 27)

curred, while that of adults is 7/100 of 1 percent. Peculiar as it may seem, the greatest difficulty has been with dairy and poultry loans, which is accounted for by the fact that no production returns are had from young breeding stock to repay the obligation assumed.

A report on a hog-feeding study in California by J. I. Thompson brought forth volumes of favorable comment. As a result, it was asked that more subject matter material be given at the 1940 convention. Another subject matter report was a "Livestock Loss Survey in Colorado" which has been very favorably received in its widespread distribution.

Standards were freely discussed and it was the opinion that no bars should be dropped, but that all standards be kept high to evoke continued aggressiveness on the part of all.

After a strenuous week, all left praising those in charge for the fine program and provisions made for the group in Berkeley.

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